**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 5.NBT.3**  **The Envision Lesson: 1-4** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Comparing and ordering decimals.  -Predictable failures: No oneths place, longer decimal is not the larger number.  -Maintain consistency: Read the book “Hundreds of Cats” to emphasis place value.  -Is it working? Quick Check students | Digit, greater than, less than, equal, tenths, hundredths, thousandths, decimal |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| -Review place value buy having students copy their own place value chart into their math journals for future use.  -Review vocabulary (which students already know) with Memory (matching words with definitions) game. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? No new vocabulary for this lesson. 2. How will you provide multiple opportunities for vocabulary to be used in context? Use correct terms when talking about comparing and ordering decimals. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Materials Needed: Cubes, flats, rods and units.  Use cubes, flats, rods and units to build different numbers with decimals. Cubes represent one whole. Flats represent one tenth. Rods represent one hundredth. Units represent one thousandth.  Or use the website <http://nlvm.usu.edu> (base blocks) to do this on the computer and project onto board.  Or use paper copies of cubes, flats, rods and units.  Have students pair up to share supplies.  Students record (draw) three pictures that they built from their cubes in their math journal. Then students order the three numbers from greatest to least.  Teacher check after each number is built. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  On document camera represent numbers with decimals as money i.e. $1.27 Show dollars and cents. Compare different dollar amount. Which is greater? Less? Order different amounts from greatest to least. Students will record in their math journals. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Show clips of swimmers from [www.usaswimming.org](http://www.usaswimming.org)  There is a link on the website for trial results. Print off heats and have students order the swimming times from least to greatest.  In math book have students do page 12 #1-5. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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